

*A rough
guide to*

Learning Programmes



“In recent years our economy – as in most other developed countries – has moved in the direction of an egg-timer or hourglass, with growth at the top and bottom and shrinkage in the middle, rather than an inverted pyramid with more and more ‘top’ jobs.”

*Professor Alison Wolf
The Wolf Report on Vocational Education*



Introduction

In times of change, it's great to have a partner that you can rely on.

Vocational education is going through a period of significant change and this is likely to continue for the foreseeable future.

Getting to grips with these changes is much easier when working with OCR – a partner that can help your centre to make the most of the new opportunities they present.

We have expertise in funding for vocational education and teams that can help you to set up individual learning programmes.



Are you funding fit?

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This section contains a quick health check so that you can understand whether or not your centre is making the most of the funding that is available.



Individual pathways

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There are different pathways for learners of different levels and interests. This section makes it easy for you to see which pathways are available, what they consist of and what the progression route is for each one.



Sample programmes

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This section explains the various components that make up fully funded learning programmes. It covers programmes for learners aged 16–19.



Where next?

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In this section you'll find details on how you can talk to us about constructing individual learning programmes, and information about other OCR resources that you can access for help in this area.

Are you funding fit?

The changes in the funding system are having a significant impact on the planning and financial considerations of all education providers.

This rough guide to the new funding landscape will help you to navigate through the changes and arrive at the best possible solution to fit your learners' needs and those of your centre.

Aged 16-19



What size should your programmes be?

Funding is for around 600 hours, including qualification and non-qualification hours. For learners to be full-time under the Raising Participation Age legislation, their programme must be a minimum of 540 hours. Programmes can be tailored to your learners' needs.



Are your learners prepared for progression?

Creating opportunities for workplace learning helps to nurture employability, entrepreneurship and enterprise skills. Skills development is required to improve communication, team working, problem solving, etc. Individual units from larger qualifications can be used in support. The provision of timely IAG (information, advice and guidance) is crucial for learners to understand their options, be it an Apprenticeship, further study, higher education or direct entry to the workforce.



How are you meeting the needs of learners operating below Level 2 and/or learners with learning difficulties and/or disabilities (LLDD)?

Study programmes will be more targeted to help them achieve the Level 2 threshold over a longer period of time. Core programme components may be more focused on personal, social and employability skills development, plus English and Maths provision. Programmes may include a significant period of work placement.



Are your learners achieving Level 2 English and Maths?

Level 2 English and Maths is a key threshold of achievement and can form a critical part of a learning programme for learners of all ages. It is mandatory in a 16-19 study programme for learners who haven't achieved the threshold at 16.

By embedding the delivery of English and Maths, learners may achieve their learning aims faster, which can provide additional motivation for learners and efficiency savings for providers.



Can you easily identify learners' English and Maths needs and measure the distance travelled in their programme?

OCR's **free diagnostic tool** will enable you to measure the 'distance travelled' within a learning programme.

Centres using the tool at the beginning and end of a programme can target individual support for learners from the outset – and measure the impact of the programme throughout. The tool also creates a personal profile that maps to the individual Cambridge Progression units that can be used to strengthen skills in these areas.

This measurement has been recognised by both Ofsted and Wolf as a major challenge for educators. The tool is available to registered centres (call **02476 851509** for information).





Aged 19+



What size should your programmes be?

Programmes for adult learners are likely to be tailored to their desired outcome, eg Apprenticeship, employment, Level 2 English and Maths. The level of funding will be determined by the credit size of qualifications where one credit equals 10 learning hours.



Are your learners achieving Level 2 English and Maths?

Level 2 English and Maths are fully fundable for adult learners who have not achieved this threshold and the study can be embedded into a programme.



Are you ready for 24+ Advanced Learning Loans?

These loans are provided by the Student Loans Company and enable learners aged 24+ to have all the direct costs of their programme paid for. These costs are items such as registration, materials and assessments without which a learner cannot complete their course.



Are your learners prepared for the world of work?

Creating opportunities for workplace learning helps nurture employability, entrepreneurship and enterprise skills.

Skills development is also required to improve communication. Individual units from larger qualifications can be used to support programmes for the unemployed.



What are you offering adult learners who are unemployed?

A programme can be built around Core Skills and English and Maths.

Employability and vocational training can be tailored to local employment needs. Individuals on Jobseeker's Allowance (JSA) or Employment and Support Allowance (ESA) in the Work Related Activity Group (WRAG) for skills will be entitled to full funding for their learning programme from the Skills Funding Agency (SFA).



Are you using the Innovation Code?

This policy initiative enables providers to respond to local employment and skills needs. It also supports entrepreneurship and progression to further education or employment in a particular industry sector.



Individual pathways

Step by step to a successful outcome

Here are some examples of pathways that learners can follow as part of their individual programme. Providers can tailor these to build programmes that meet the specific needs of their learners.

Within study programmes, providers can include enrichment activities in their timetables such as mentoring, voluntary work (where organised by the provider) and tutorials.

We offer a range of qualifications that enhance holistic programmes and can support progression, including Enterprise, Extended Project, Thinking and Reasoning Skills, Personal Life Skills, Critical Thinking and Computing.



Traineeships

A Traineeship programme will last for a maximum of six months.

The programme will be structured around three elements:

- Work preparation training
- Work placement
- English and Maths.

Core work preparation training will include Employability Skills, which offer a 'pick and mix' approach so unit selection can exactly match learner needs.

Functional Skills are the Government's preferred option for

English and Maths, but units from our Cambridge Progression suite of qualifications can support learners who have gaps in their underpinning knowledge of these subjects and motivate them to further achievement.

Depending on the learner's needs, their programme could include vocational qualifications, for example Level 1 Customer Service, Personal Life Skills and Business and Administration.

Progression is most likely into an Apprenticeship framework or into other sustainable employment.



Apprenticeships

An Apprenticeship lasts for at least 12 months.

Its core is determined by the competence and knowledge qualifications required by the employment pathway.

Functional Skills can be studied simultaneously.

Progression is to employment or further study.



Level 2 study

The period of study can be between one and three years.

At the core of programmes at this level are Cambridge Technicals.

English and Maths achievement can be supported by Cambridge Progression units, which secure the underpinning skills to enable the learner to successfully progress to GCSE.

Secondary aims could include other vocational qualifications, Employability Skills, Personal Life Skills, Project, Extended Project, an A Level or a smaller Cambridge Technicals qualification in a complementary subject.

Progression is to an Apprenticeship, employment or higher education.



Adult literacy and adult numeracy

These qualifications are suitable for anyone who wishes to develop and prove their skills in literacy and/or numeracy, thus improving their pathway to employment or further education.

At Entry Level (Entry 1, Entry 2 and Entry 3) learners are assessed by a mixture of OCR-set and marked tasks and centre-assessed and OCR-moderated work. At Levels 1 and 2 they are assessed by the national Basic Skills tests.

We have a range of qualifications that have been developed to recognise achievement in adult literacy (including spoken communication) and adult numeracy.



Level 3 study

The period of study can be between one and three years.

At the core of programmes at this level are A Levels or Cambridge Technicals.

English and Maths achievement can be supported by Cambridge Progression units, which secure the underpinning skills to enable the learner to successfully progress to GCSE. For learners who have already achieved this threshold, Additional Mathematics at Level 3 may support their programme.

Secondary aims include other vocational qualifications, Extended Project, an A Level or a smaller Cambridge Technicals qualification in a complementary subject.

Progression is to an Apprenticeship, employment or higher education.



Adult unemployed

This could include Employability Skills or targeted units from vocational areas that match the learner's intended career path.

The overall aim is to equip learners with the appropriate balance of skills that will enable them to successfully gain employment.



Foundation / learners with learning difficulties and/or disabilities (LLDD)

Programmes for this group of learners would typically last between one and two years and would be tailored to individual needs.

Programmes could centre around a Cambridge Nationals Certificate or Diploma and will include English and/or Maths. Cambridge Progression units will secure the underpinning English and Maths skills that will enable these learners to progress to Functional Skills and, in time, GCSE.

Learners may benefit from the inclusion of PSD (Personal and Social Development) or vocational qualifications. Examples include Personal Life Skills, Life and Living Skills, or Employability Skills.

Progression could be to support living, employment or further study at Level 2.

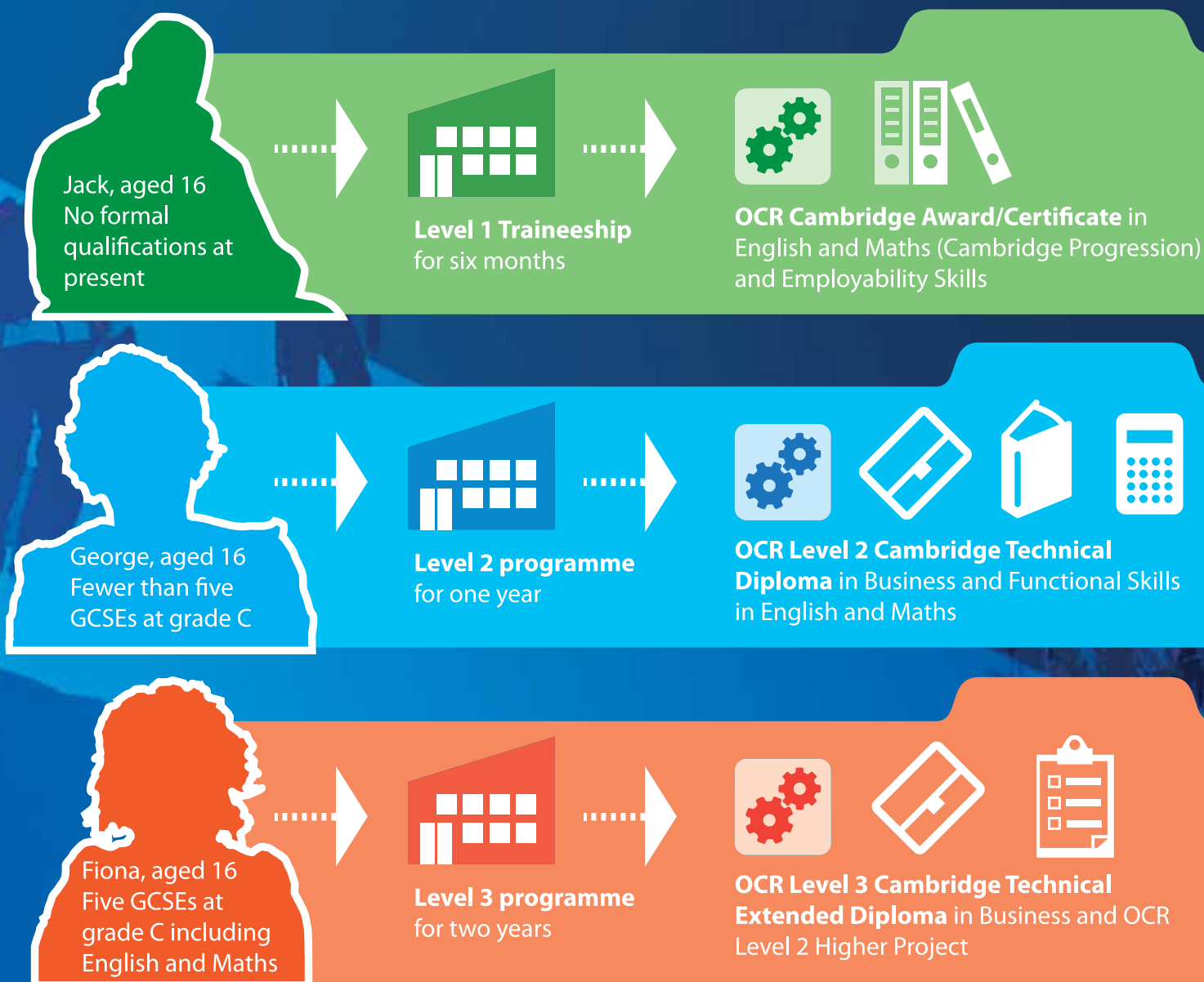


Sample
programmes

Mapping the way forward in vocational education

Putting together an individual learning programme is straightforward with OCR. We'll help you establish the key components bearing in mind what funding is available and what outcomes you're looking to achieve.

Here are some typical examples for learners aged 16–19 years.





A learning programme is built around a substantive 'core' of either academic (GCSE/ A Level) or vocational components.

This core is enhanced by additional elements based on a learner's specific aims. Skills that employers look

for are central to the programme. There's a myriad of qualifications to choose from such as Cambridge Technicals and Cambridge Nationals which, when combined with Apprenticeships, work experience and tutoring, can help to deliver the key

employability skills your learners need today.

We've worked with large companies such as IBM and Network Rail developing learning programmes so we can offer you all the help and expertise you could wish for.

So what goes into a learning programme?

This diagram shows just a few of the key components we consider.



Where
next?

“This pilot is extremely well designed to focus on what it takes to prepare young people to become part of the workforce.”

Lindsay Jardine, Director of Operations, Kent Association of Training Organisations (KATO) – referring to the Traineeship pilot with OCR

Case Study 1

We have piloted Traineeships with the **Kent Association of Training Organisations (KATO)** to help young people in areas of high unemployment gain skills

and experience to secure Apprenticeships or other sustainable employment. By partnering with organisations like KATO, who represent over 60 training providers,

we can listen to what centres and learners tell us, so that Cambridge Traineeships are truly fit for purpose.



Case Study 2

JCB elected to work in partnership with us to develop innovative ways to integrate assessment into curriculum delivery.

We were chosen as a partner because of our

flexible ‘can do’ attitude. The programme we put into place included our expertise in subject-driven curriculum development, developing assessment resources

to enable the learning experience and full administration support.



Case Study 3

IBM asked us to help adapt their internal training programmes and map them to the PROCOM Apprenticeship framework, giving complete coverage

from employer training. This programme of learning is unique for Apprenticeships. We are now working with IBM to develop the Level 4 Apprenticeship,

using their programme to provide some direction on content and as a model for other centres.



Take the next step...

There's never been a more important time to have the support of one of the UK's leading vocational education providers.

We're at the cutting edge of curriculum development. We have experts in funding who understand the requirements from **your** point of view.

And we're always there to guide you through the complex and ever-changing education landscape.

If you need any help that's specific to funding, please email **funding@ocr.org.uk**



Become an OCR centre and benefit from some expert guidance

Becoming **an OCR centre** is easy. From day one, you'll benefit from the personal support of one of our account managers and the resources of one of the world's leading education providers (as part of Cambridge Assessment).



Pinpoint the progress of your learners with our free diagnostic tool

We've developed a **free diagnostic tool** that will enable you to assess your learners' progress and make informed judgements when it comes to progression and curriculum development.



Start creating individual learning programmes

Call us on **02476 851509** and we'll be happy to help you.



Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always pleased to answer questions and give advice.

